



Overview of the Massachusetts Accountability System Review Advisory Committee Report

Dr. Chris Domaleski & Dr. Carla Evans

The National Center for the Improvement of Educational Assessment

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Agenda

I. Background

II. Foundations

III. Design Recommendations

IV. Next Steps

V. DESE Follow-Up

I. Background

Advisory Committee Purpose

The goal of the Accountability System Review Advisory Committee was to ***develop a set of guiding principles and recommendations*** for DESE to consider in the review of the district and school accountability system.

The goal was to assist DESE in the development of an improved measure of school quality that ***complies with existing federal and state laws***, as well as honors ***Massachusetts' [Educational Vision](#) and priorities***.

Background

Fall 2023

Committee Invited

DESE staff identified and invited a broadly representative group from many organizations and stakeholder groups to participate.

- Massachusetts Parent-Teacher Association (MPTA)
- National Parents Union - Massachusetts (NPU-MA)
- American Federation of Teachers - Massachusetts (AFT-MA)
- Massachusetts Teachers Association (MTA)
- District staff with specific accountability expertise
- Massachusetts Association of School Committees (MASC)
- Massachusetts Association of School Superintendents (MASS)
- Massachusetts Association of Vocational Administrators (MAVA)
- Urban Superintendent Network (USN)
- Massachusetts School Administrators Association (MSAA)
- Democrats for Education Reform (DFER)
- Massachusetts Charter Public School Association (MCPSA)
- Massachusetts Consortium for Innovative Education Assessment (MCIEA)
- Massachusetts Business Alliance for Education (MBAE)
- Latinos for Education*
- National Association for the Advancement of Colored People (NAACP)*
- Massachusetts Advocates for Children (MAC)*
- Student Advisory Council (SAC)*



Background



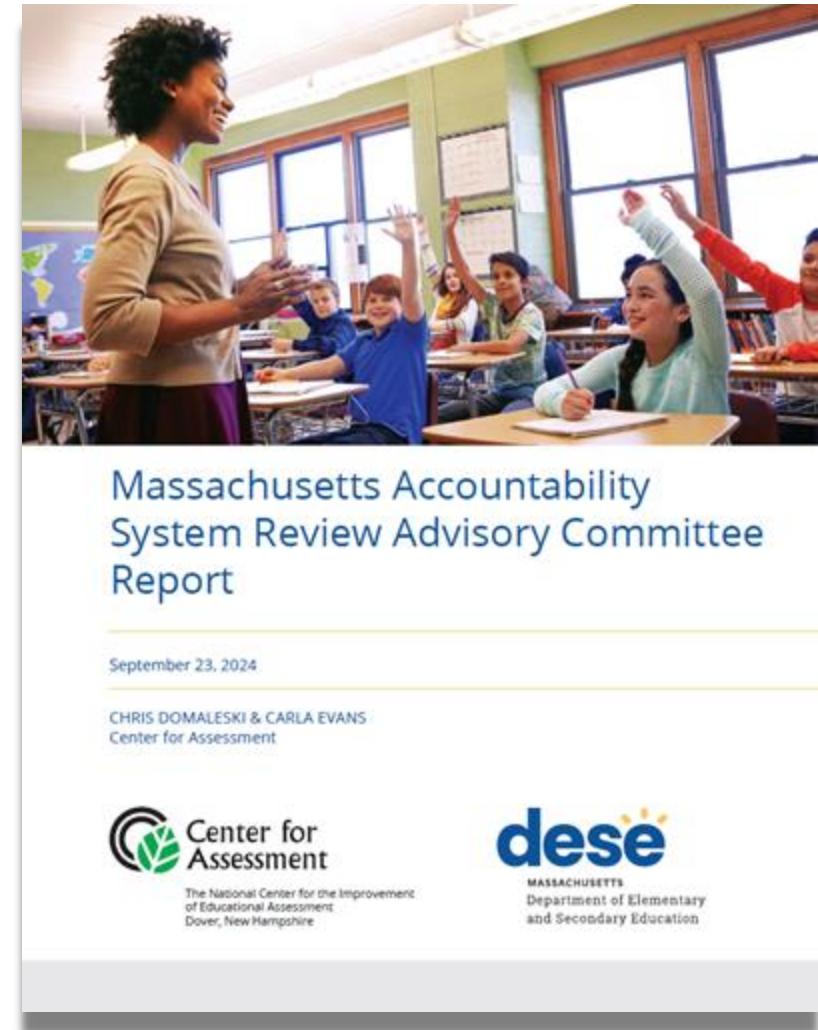
Scope of this Advisory Committee

- **Within scope:** accountability indicators (e.g., student growth, achievement, high school completion), measures (e.g., student growth percentiles (SGPs), MCAS average scaled scores, graduation rates), the weighting of indicators, the number of years of data included in the system, performance categories, reporting/report design, connection to assistance work, and the community engagement process.
- **Out of scope:** The competency determination (CD), MCAS design, and the designation of underperforming or chronically underperforming schools and districts/receivership (MGL Chapter 69, Section 1J and 1K).

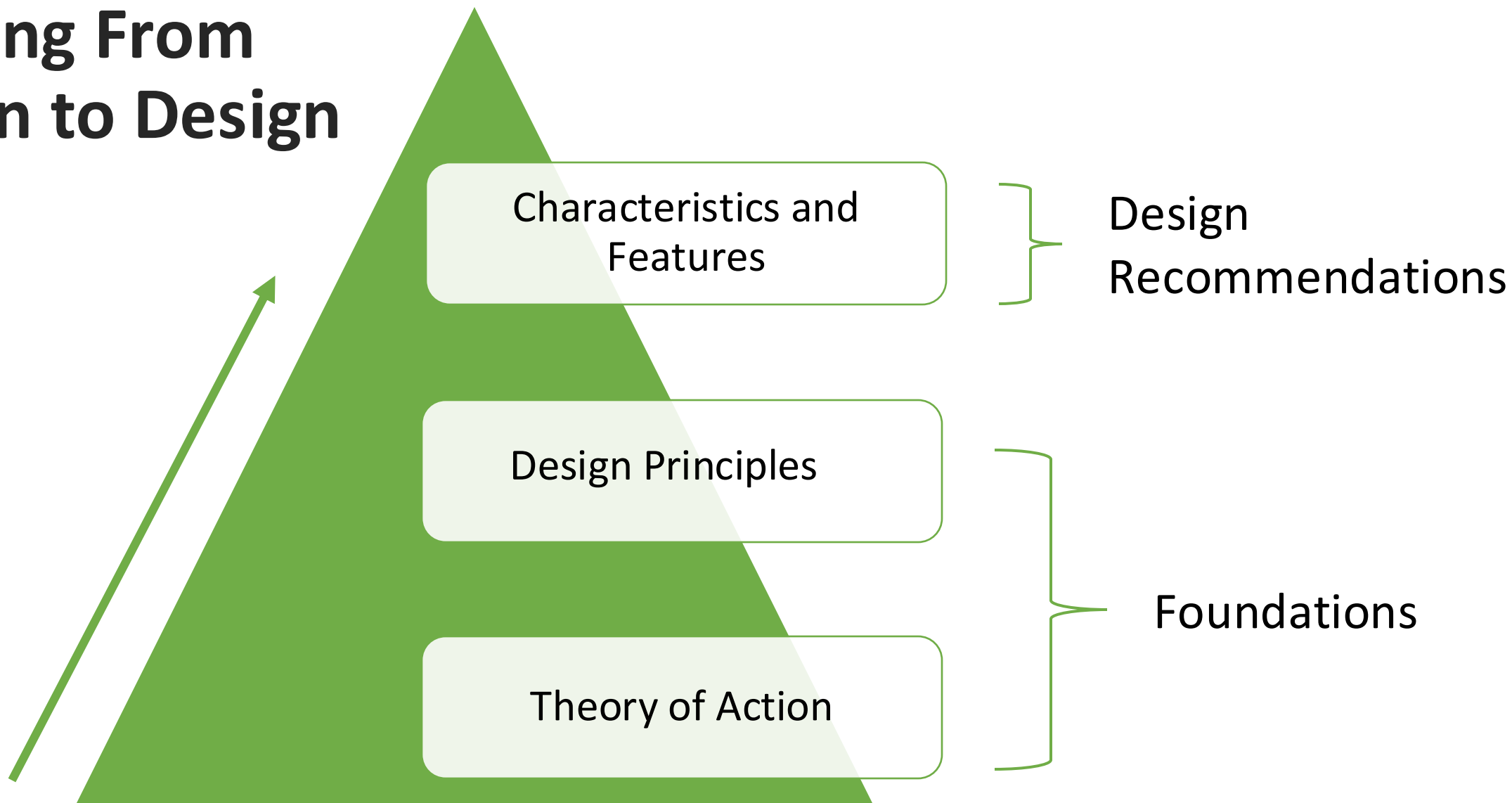
II. Foundations

Final Report

This report documents the process and recommendations produced by the advisory committee.



Moving From Vision to Design



System Goals

The advisory committee emphasized that accountability systems are most effective when they:

- 1) provide information about **inputs** and **outcomes** that are valued the most, and
- 2) **integrate with improvement systems** that specify the **conditions, resources, and supports** that can help promote improved actions and outcomes.

Accordingly, the committee clarified the **high-priority goals** that the system should support for students, educators, and leaders in the Commonwealth.

Design Principles

- Collect and report a broad range of indicators
- “Right-size” federal requirements
- Leverage flexibility where possible and where appropriate
- Develop and integrate robust systems of support

III. Design Recommendations

System Framework

The accountability framework recognizes that the single, coherent system must include core components to satisfy federal and state requirements and identify districts and schools in need of support.

However, the system can also include supplemental indicators to incentivize and reward practices that more fully address the range of inputs and outcomes associated with district and school quality and student success.

The framework includes three categories of indicators used to describe and differentiate district and school performance.

Key Takeaway: The committee recommended one coherent federal and state accountability system with three categories of indicators.

Category 1. Core ESSA Required Indicators

- Refers to the subset of **core indicators** that satisfy ESSA requirements and are used to designate schools into required state and federal support categories (e.g., Comprehensive Support and Improvement).

Category 2. Supplemental Indicators

- Offers the potential for substantial flexibility.
- These **supplemental indicators** are used to further describe and differentiate district and school performance but are not constrained by ESSA requirements.
- The supplemental indicators can be used either to provide augmented reporting at the indicator level or levels of commendation for districts and schools that are not identified for support.

Category 3. State Reporting and Resources

- Reflects the range of **information the state will collect and report and any resources the state provides to help build capacity** (e.g., guidance, research).
- This information will not be used to differentiate district and school performance in a formal accountability system.
- Rather it will be disseminated by the state to a broad range of constituents to monitor and support district and school performance.

Indicator & System Design Recommendations

- The advisory committee reviewed a range of candidate indicators and made recommendations regarding whether they should be included in the system and, if so, which category was most appropriate.
- The advisory committee's recommendations go beyond the minimum ESSA required indicators in the accountability system.
- The committee also provided some guidance for the manner in which indicators should be combined and reported.

Category 1 - Core Indicators

- Determines federal and state support designations; complies with ESSA requirements
- Proposed Indicators:
 - 4 year and extended graduation rate
 - Academic achievement
 - Advanced coursework
 - Growth
 - Progress in achieving English Language Proficiency
 - School Climate

Category 2 - Supplemental Indicators

- Further differentiates school performance (e.g., schools of commendation) based on a broader set of inputs and outcomes associated with school success
- Leverages more flexible approaches (e.g., choice among qualifying options)
- Proposed Indicators:
 - 9th grade persistence/ promotion
 - Access to effective teaching
 - Access to high quality academic supports
 - Curricular breadth
 - Curricular quality
 - Educator absenteeism
 - Student absenteeism

Category 3

- Additional indicators collected and reported by the state for transparency and support
- Proposed Indicators:
 - Builds on DESE's broad range of public information such as additional performance measures, research, and promising practices

IV. Next Steps

Next Steps

Additional indicator-level and system-level design specifications are needed to support implementation. Next steps should include at minimum:

- Establish Operational Definitions and Business Rules
- Establish Aggregation Rules and Performance Expectations
- Address Exceptions
- Examine and Refine

V. DESE Follow-Up

Proposed Next Steps

- Review report and recommendations
 - DESE staff
 - Accountability and Assistance Advisory Council (AAAC)
- Develop a project plan, aligned with REDT, including:
 - Discussion of potential changes to the system, alignment with the Educational Vision
 - DESE staff and leadership
 - AAAC and other BESE advisory councils
 - Data analysis and simulations
 - Stakeholder engagement and feedback opportunities
 - Required by federal law and state accountability regulations
- Seek appropriate BESE and federal approval



Opportunities
for
engagement
with BESE
throughout

Feedback, Comments, or Questions?



Chris Domaleski (cdomaleski@nciea.org)

Carla Evans (cevens@nciea.org)



www.nciea.org



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